



## Student Wellbeing and Engagement Policy

### Rationale

Rosanna Golf Links Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

### Purpose

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Rosanna Golf Links Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

### Scope

This policy applies to all school activities, including camps and excursions.

### Contents

1. School profile
2. School values, philosophy and vision
3. Wellbeing and Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

### School Profile

Rosanna Golf Links Primary School is located on an expansive, well landscaped and attractive site comprising of large grounds that provide the opportunity for multiple play areas, accessible to all students. The school was opened in 1957 and has an enrolment in the range of 500-600 students. Our classes are arranged in straight grade classes throughout the school. Rosanna Golf Links Primary School has a diverse community, with members from a variety of cultural backgrounds and promotes individuality.

The school philosophy is based on the belief that all students have the ability to achieve their full potential. There is a strong focus on the individual development of all children with an emphasis on the development of Literacy, Numeracy and Information and Communication Technology (ICT)



competencies. Teaching and learning programs promote self-esteem, individuality, and curiosity so that the needs of the students are catered for, providing extension for capable students and support for students experiencing difficulty with learning.

Our Deaf Facility was established in 1996, it provides mainstream education for children who are deaf or hard of hearing, addressing all communication methods including an aural/oral approach, Auslan and AAC (Augmentative and Assistive Communication). Our Deaf Facility Team work to develop highly individualised programs that specifically target the unique needs for every deaf or hard of hearing student. They also work in partnership with our mainstream teachers to share the responsibility for developing appropriate classroom programs for the deaf and hard of hearing students.

The Specialist program includes: Art, Science, Physical Education and LOTE (Auslan). The Performing Arts program includes classroom music, instrumental music, school choir and annual dance or school production performances. A Netbook program enables children to develop ICT skills using dedicated individual Netbook computers. Participation in the Sustainable Schools program illustrates a strong commitment to supporting environmental initiatives.

The Rosanna Golf Links Primary School community aspires to develop in our children the following values: Responsibility, Kindness and Persistence. These values provide a framework for the development of self-esteem, resilience, leadership, positive role modelling and a sense of community.

Extensive building works were completed in 2018 and include many modern learning spaces and play areas. The grounds are vast and accommodate many play spaces for our students, including: two green spaces, netball court, three playgrounds and student designed line markings, vegetable garden, chicken coop, decked areas and quiet play areas.

Our school is culturally diverse with 9% of families having a language background other than English (LOTE), and a small percentage of students from the Koorie community. We also have 9% of students accessing funding from the program for students with disabilities (PSD). We are proud of our diversity and inclusive school community.

Rosanna Golf Links provides a caring and stimulating environment where children are valued and encouraged to 'have a go'. We recognise that every child is unique; each having special needs, abilities and preferred learning styles. It is our aim to help children grow and develop their special abilities, self-confidence and self-esteem.

### School Values Philosophy and Vision

The vision of the Rosanna Golf Links Primary School community encompasses a commitment to excellence and inclusivity in education. Our school recognises the strong link between home and school. This partnership is encouraged and valued. We aim to be a family friendly school where every individual's learning needs are valued and respected.

We value positive, challenging and rich learning experiences that develop creative thinkers, with achievement, engagement and wellbeing the fundamental pursuits of our school. We aspire to engage our students, with the support of the greater community, to develop the requisite skills and strategies to become confident, resilient and socially responsible learners.

Rosanna Golf Links Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social,



emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

### Universal

- high and consistent expectations of all staff, students and parents and carers. These are depicted through our whole school expectations that we are kind, persistent and responsible
- every year the expectations are explicitly taught to students through our startup and respectful relationship programs
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- all teachers at Rosanna Golf Links Primary School use an the RGLPS instructional models of practice in English and Maths and a primary school inquiry framework to guarantee an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Rosanna Golf Links Primary school adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- using our school wide positive behaviour framework (SWPBS), positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Team Leaders, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross-age connections amongst students through school plays, athletics, music programs and peer support/buddy programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Year Group Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning



- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Bully Stoppers
  - SWPBS
  - Restorative Justice
  - Student Leadership
  - Family Life
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. resilience project)
- opportunities for student inclusion (i.e. sports teams, lunchtime clubs and instrumental music program)
- prep and year 6 buddy program
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

#### Targeted

- each year group has a team leader responsible for their year and a learning specialist responsible for their cohort, who monitor the health and wellbeing of students in their year/cohort, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our Aboriginal and Torres Strait Islander Education Plan for further information
- our English as a second language students are supported through an EAL program where needed or alternatively we have a speech pathologist that utilises evidence-based approaches to support learning. This allows all cultural and linguistically diverse students to be supported to feel safe and included in our school
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families, access to a teacher of the deaf and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma



- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

### Individual

Rosanna Golf Links Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers (KESOs)
- running regular Student Support Group meetings or Team Around the Learner Meetings for all students:
  - with a disability
  - in Out of Home Care
  - with other complex needs that require ongoing support and monitoring.

The following links are used to support individualised need:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)



- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

## Identifying Students in Need of Support

- Personal, health and learning information gathered upon enrolment and while the student is enrolled (Prep entry assessment)
- Attendance records
- Tutor Learning Program- using data to monitor Tier One and Two students' academic performances
- Observation by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- Attendance, detention and suspension data
- Engagement with families
- Self-referrals or referrals from peers

## Students Rights and Responsibilities

All members of our school have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity at all times. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have a right to:

- participate fully in their education
- feel safe, happy and secure at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns
- expect their belongings to remain safe
- receive help and assistance from others
- to be provided with equal opportunities to reach potential, irrespective of gender or stereotypical expectations.

Students have the responsibility to:

- participate fully in their education
- display positive behaviours that demonstrate respectful relationships for themselves, their peers, their teachers and members of the school community
- respect the rights of others to learn
- follow school values
- respect their own and other people's property
- care for the school environment
- ensure a happy and safe school environment
- participate and work to the best of their ability
- to support the school's Anti Bullying policy and the rights and responsibilities as outlined in this document
- to come to school every day throughout the year (if students cannot attend, their parent(s)/carer(s) must provide a suitable explanation to the school).



Students who may have a complaint or concern about something that has happened at school are encouraged through our Respectful Relationships Program to speak to their parents or carers and to approach a trusted teacher or a member of the school leadership team.

The school abides by the following acts as stipulated in Effective Schools are Engaging Schools- Student Engagement Policy Guidelines 2009:

1. The Equal Opportunity Act 1995
2. The Charter for Human Rights and Responsibilities Act 2006
3. The Disability Discrimination Act 1992
4. Education and Training and Reform Act 2006

**Corporal punishment** is a form of [physical punishment](#) that involves the deliberate infliction of [pain](#) in order to [punish](#) a person. Under no circumstances is corporal punishment to be used at Rosanna Golf Links Primary School.

### Student Behavioural Expectations

Behaviour expectations of students, staff and families are grounded in our school's Statement of Values.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy.  
Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community. Rosanna Golf Links Primary School will issue a staged response consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as a part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

#### STAGE ONE AND TWO:

##### INITIAL ACTION - TEACHER

When a minor misbehaviour occurs a child receives a warning. This warning could be verbal or formally recorded, relying on the teacher's discretion.

**These behaviours may include:** distracting, talking out of turn, annoying behaviour in the playground, rough play.

**Consequence:** If the behaviour continues the child may also be moved within the classroom or class.

#### STAGE THREE: TEACHER

Further direct action by teachers will be required for repeating misbehaviour, escalating behaviour and not following the teacher's instructions of a more deliberate nature.

**These behaviours may include:** continually interrupting the learning of others, damaging another person's property, throwing objects, intentionally hurting another person's feelings, rough play or unsafe play.



**Consequence:** A discussion of the school values at recess or lunchtime with appropriate teacher. A student response sheet may be completed and sent home outlining the behaviour and the restorative action.

The student's parent may be contacted by telephone or via the proforma.

A written or verbal apology may be expected from the student.

- See Appendix for Restorative proforma, 'Making things Right'

#### **STAGE FOUR : PRINCIPAL OR ASSISTANT PRINCIPAL**

Some behaviours are referred to the Principal and Assistant Principal directly.

**These behaviours may include:** refusing to follow a direct instruction from the teacher, engaging in behaviour that severely disrupts the classroom or specialist program, intentionally physically harming another person, deliberate rudeness towards a teacher or adult, severe teasing or bullying.

**Consequence:**

- A discussion of the school values at recess or lunchtime with appropriate teacher.
- An inappropriate behaviour Student Response sheet will be completed and sent home.
- Parents will be notified and asked to return the signed form to the office.
- A written or verbal apology will be expected from the student.
- A possible "In school" exclusion from regular program for a set period of time will be determined for each individual case.
- For breaches of the 'Cybersmart' guidelines; access to internet usage will be reviewed.

#### **STAGE FIVE : PRINCIPAL OR ASSISTANT PRINCIPAL**

Where there are continued breaches or serious misbehaviour a one day or longer "in school" exclusion from the regular program may be enforced.

#### **STAGE SIX : PRINCIPAL**

Very serious forms of misbehaviour require the following of DET suspension guidelines.

#### **STAGE SEVEN : PRINCIPAL AND DET**

Where there are extreme cases of misbehaviour and suspension is deemed to be inadequate, the school will follow the expulsion guidelines as set down by the DET.

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Rosanna Golf Links Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

#### **Shared Responsibilities**

At Rosanna Golf Links Primary School we share high expectations for the whole-school community in addition to student responsibilities we have high expectations for the wider school community.



## Parent/Carers Expectations

*Parents/Carers are expected to:*

- act as a partner in the school's learning process
- support the school in maintaining a safe and respectful learning environment for all students
- be aware of and support school values, procedures and events
- respect all members of the school community.

## Attendance Expectations – School, Parents and Students

At Rosanna Golf Links Primary School, absences often mean students miss important stages in the development of their learning, causing them to find 'catching up' difficult.

*At Rosanna Golf Links Primary School, students are expected to:*

- attend school regularly and punctually every day that the school is open to students
- arrive at school on time and ready to learn.

*Parents are expected to:*

- ensure enrolment details for their children are correct
- ensure their children attend school regularly and on time
- inform the school of their child/children's absence as soon as possible
- provide an explanation for their children's absences when they do not attend school.

*Staff are expected to:*

- model punctuality and regular attendance with all members of the school community
- record student absences/lateness twice a day (morning and afternoon)
- monitor and follow up on absences
- record student attendance figures on the student's mid-year and end of year reports.

## Engaging with Families

Rosanna Golf Links Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## Evaluation

Rosanna Golf Links Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management



- School Administrative System (CASES21)
- Student Online Case System (SOCS)

For Rosanna Golf Links Primary School to be effective, it should provide a safe and happy learning environment which meets the needs of our children at all levels of their primary school life. At Rosanna Golf Links Primary School we expect high standards of student behaviour based on cooperation, mutual responsibility and self-discipline. We promote positive, non-discriminatory relationships among students, parents, staff and the wider community.

## Communication

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website and through Compass
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

## Further information and resources

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy. These policies are available on Compass (under School Documentation) and on the RGLPS Website.

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- [Statement of Values and School Philosophy](#)



## Policy review and approval

This policy was endorsed by the RGLPS School Council and will be reviewed every 1-2 years, as part of the RGLPS Review Cycle.

Policy last reviewed	11.8.22	
Consultation	<b>Group</b> Policy subcommittee School council	<b>Date</b> 27.7.22 11.8.22
Approved by	Principal - Kirrily Lamers	
Next scheduled review date	11.8.2024	